DOCUMENT RESUME

ED 401 974 JC 970 010

TITLE	Student Equity Plan, 1996-1998.
INSTITUTION	College of the Canyons, Santa Clarita, CA. Office of Institutional Development.
PUB DATE	25 Apr 96
NOTE	24p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; College Outcomes Assessment; *College Planning; Community Colleges; Cultural Pluralism; *Diversity (Institutional); *Educational Environment; Financial Support; *Minority Groups; *Organizational Objectives; *School Demography; Two Year Colleges
IDENTIFIERS	*College of the Canyons CA

ABSTRACT

Presenting an update to the first Student Equity Plan (SEP) prepared by California's College of the Canyons in December 1993, this plan reviews research on the participation of underrepresented groups at the college and presents goals and activities for the period from 1996-98. Following an introduction, research conducted on student characteristics and outcomes from 1991 to 1995 is reviewed, indicating that in 1995, 69.4% of the college's students were White, while 18.5% were Latino, 7.4% were Asian, and 2.6% were Black. This section also presents highlights of a campus climate survey, indicating that 1 in 20 students reported being discriminated against and that students were most likely to experience discrimination from other students. The Student Equity Committee is then described, including its five sub-committees focusing on access, course completion, degree and certificate completion, English as a Second Language and basic skills completion, and transfer. Following a description of the demographic characteristics of the Santa Clarita Community College District, barriers to increasing diversity in the college are discussed, including limited opportunities for students to participate in campus life and limited state support. Finally, the college's goals for student equity are listed as improving student access, improving course and degree completion and transfer, achieving a multicultural perspective, and attaining a hospitable campus climate, and activities for 1996-98 are listed for achieving these goals. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 974

Santa Clarita Community College District
College of the Canyons

Student Equity Plan, 1996 - 1998

April 25, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
N. Mattice

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Office of the Superintendent-President

JC 970 010

BEST COPY AVAILABLE

College of the Canyons

Student Equity Committee

Co-chairs: Dr. Dianne G. Van Hook, Superintendent-President
Mr. Michael Dermody, President of the Academic Senate, History Faculty Member

Student Members:

Two students, appointed by the Associated Students ..... Mark Arjoon
Harpreet Malhi

Student Trustee, SCCCD Board of Trustees ..... Marco Suarez

Staff Members:

Two classified staff, appointed by the Classified Coordinating Council

Faculty Members:

Coordinator of the Transfer Center ..... Yvette Cruzalequi
Coordinator of EOP&S/CARE ..... Stu Ferdman
Coordinator of DSP&S ..... Bruce Pelkey
Coordinator of Matriculation ..... Audrey Green
Coordinator of the Child Development Center ..... Joan Waller
Two faculty, appointed by the Academic Senate
Counselor ..... Joan Jacobson
Drafting ..... Sylvia Sullivan

Administrative/Management Members:

Director of Financial Aid ..... Beth Asmus
Coordinator of Student Activities ..... Michael Joslin
Director of the Computer Center ..... Ken Stevens
Assistant Dean of Institutional Development ..... Nancy Mattice
Dean of Career Education and Academic Computing ..... Kathleen Alfano
Dean of Student Services ..... Glenn Hisayasu
Two administrators, appointed by the Superintendent-President
Assistant Superintendent, Vice President of Instruction and Student Services ..... Carter Doran
Dean of Personnel ..... John Drislane

Community Members:

Four community representatives, one from each of the historically underrepresented ethnic groups (American Indian/Alaskan Native; Asians/Pacific Islanders; African American/Black; and Latinos/Hispanics).

Counselor, Saugus High School ..... Alika Brown
Andel Engineering Company ..... Ed Bolden

College of the Canyons

Student Equity Plan, 1996 - 1998

Introduction

The College began the formal process of student equity planning in Fall 1993 when it prepared its first Student Equity Plan (December 1993). The plan called for the formation of a Student Equity Committee to study and monitor the involvement of historically underrepresented groups in all aspects of the college. The committee was responsible for directing the college's efforts to improve performance in six goal areas: access; course retention; degree and certificate completion; ESL/Basic Skills course completion; transfer; and campus climate.

The Student Equity Committee did not meet for the first time until late in the Spring of 1994. The College had incurred severe damage from the Northridge earthquake at the beginning of the semester. Its first priority in the weeks after the disaster were to find temporary shelter for the classes that were to have been held in one of the major, but now condemned, classroom buildings. A temporary Computer Center had to be established and staff from Admissions and Records, Counseling and the Career Center abruptly moved to new locations. The concerns of student equity were secondary to insuring the safety and security of students and staff. Since its first meeting, the committee has met regularly over the past two years.

Research

In the first months of the Spring 1994 semester, the Office of Institutional Development moved forward to carry out the research that would form the basis for the College's student equity planning. The College adopted the State student equity indicators as the basis of the equity research. The research staff produced the Student Equity Indicators Report which provided baseline data for each of the Student Equity sub-committees (Nancy J. Mattice, Student Equity Indicators Report, Office of Institutional Development, College of the Canyons, March 1994). The research focused on:

(1) Whether college enrollment was representative of the population in the community served.

(2) What percentage of the students completed the courses they started.

(3) How many students enrolled for two consecutive semesters.

(4) How many students persisted to degree or certificate completion.

(5) What percentage of students who started out in Basic Skills or ESL completed a degree-applicable course in the field.

(6) How many students transferred from the College to a four-year baccalaureate-granting institution in California.

In each case, data were examined by gender, ethnicity, age and disability.

The initial Student Equity Plan called for the campus to carry out a study of its campus climate. A student survey, adapted from a survey of undergraduates carried out at UCLA by A.W. Astin of the Higher Education Research Institute, was administered to College of the Canyons students in April and May of 1994. A full report of the survey findings was published for the campus in July 1994 (Nancy J. Mattice, Campus Climate Survey, Office of Institutional Development, College of the Canyons, July 1994). During a discussion of the results by the Student Equity Committee in Fall 1994, the committee requested that a similar survey be carried out for faculty, staff and administrators. The faculty/staff/administrator survey was adapted from surveys of faculty and staff carried out by A.W. Astin at UCLA in 1990. The second set of campus climate surveys were distributed in November 1994 and a final report presented to the committee in May 1995 (Nancy J. Mattice, Campus Climate Faculty/Staff/Administrator Survey, Office of Institutional Development, College of the Canyons, May 1995).

The institutional research office has supplemented this initial student equity research by annually presenting the demographics of the student body, by comparing campus enrollment to District population by ethnicity, by reviewing the course completion rates and the number of graduates and transfers by ethnicity and gender.

The Findings

Access: In Fall 1991, 22.7 percent of the student body were minorities. By Fall 1995, the percentage had increased to 30.6. See Table 1 below.

Table 1.

Enrollment Trends by Racial/Ethnic Groups

Ethnicity	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
Headcount	**6,533**	**6,670**	**6,486**	**6,157**	**6,340**
White	77.3%	74.5%	71.9%	70.4%	69.4%
Latino/ Hispanic	12.3	14.4	16.5	17.5	18.5
Asian/Pacific Islander/ Filipino	6.3	6.9	7.2	7.6	7.4
Black/African American	2.3	2.4	2.6	2.5	2.6
Native Amer.	0.6	0.7	0.9	1.1	1.0
Other, Non-White	1.3	1.1	1.0	1.0	1.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Data from the 1990 Census shows that 25.6 percent of the District adult population (age 18 and above) were non-White. By comparing Fall 1991 enrollment to 1990 Census data, it is evident that there was nearly a 3 percent difference, with the College having fewer minority students enrolled than their representation in the District population. More specifically, Latino/Hispanic students and Black/African American students were underrepresented while White and Asian/Pacific Islander students were overrepresented.

The 1995 population estimates for the SCCCD show 36.3 percent of the population to be non-White. While information about the ethnicity of the adult population was not available, the percentage of non-White residents in this older group is probably 4 to 6 percentage points smaller, as it was in 1990. Conservatively estimating an adult population of 32.3 percent non-Whites, the college's Fall 1995 30.6 percent non-White enrollment would still lag behind the population by nearly 2 percentage points.

Successful Retention/Course Completion: The collegewide successful retention rate was 64.6 percent in Fall 1992 and 66.6 percent in Fall 1993 (Student Equity Indicators Report, March 1994, page 18). This ratio includes the number of courses that were completed with a grade of either "A", "B", "C", or Credit. Table 2 shows the comparable rates for Fall 1995 by ethnic group.

Table 2.

Successful Retention by Ethnicity, Fall 1995

Ethnicity	First Census Course Enrollment	Number Receiving Grades of A,B,C and Credit	Percentage Successful Completion
White	12,786	8,062	63.1%
Latino/Hispanic	3,555	1,777	50.0%
Asian/PI/Filipino	1,493	936	62.7%
African American	482	261	54.1%
Native American	197	109	55.3%
Other, Non-White	225	113	50.2%
Total	**18,738**	**11,258**	**60.1%**

The successful course completion rates were highest for White and Asian students and lowest for Latino/Hispanic and Black/African American students in Fall 1992 and 1993 (Student Equity Indicators Report, March 1994, page 19). In Fall 1995 the collegewide successful retention rate decreased to 60.1 percent. White and Asian students continued to have the highest percentage of students receiving successful grades, while Latino/Hispanic, African American and Native American students fell below the collegewide figure.

Persistence: Of the 2,354 first-time college students who enrolled in Fall 1991, only 1,354 or 58.4 percent returned and enrolled in Spring 1992 (Student Equity Indicators Report, March 1994, page 28). That figure stayed nearly the same for the Fall 1992 cohort (58.0%). Higher percentages of females and Asian/Pacific Islander/Filipino students persisted to the second semesters. For both cohorts, Black/African American had the lowest persistence rates (53.9% - Fall 1991 and 49.3% - Fall 1992).

Degree and Certificate Completion: Of the 407 associate degrees awarded in 1990-91, 80.1 percent were awarded to White students (Student Equity Indicators Report, March 1994, page 37). In the last academic year (1994-95), a total of 528 associate degrees were awarded, with 78.8 percent going to White students. This shows an increase in the actual number of degrees being awarded to minorities (81 to 112) and an increase in the proportion of degrees awarded to minorities (19.9% in 1990-91 to 21.2% in 1994-95). If compared to enrollment in Fall 1993, however, two years prior to the award, the college would have had to grant 148 of the 528 degrees to minority students in order to have granted a proportional number of degrees (28.1%).

ESL/Basic Skills Completion: Of the students who started out in Basic Skills Reading, 30.1 percent successfully completed a degree-applicable course in Reading within two-years. A larger percentage of Asian (50.0%) and Latino (33.3%) students successfully completed the higher level course than did White students (26.0%).

Of the students who started out in Basic Skills Writing, 41.7 percent successfully completed a degree-applicable course in Writing within two years. A larger percentage of White students (58.3%) successfully completed the higher level course than Asian (33.3%) and Latino students (30.3%).

Of the students who started out in Basic Skills Math, 33.6 percent successfully completed a degree-applicable course in Math (Math 060) within two years. A larger percentage of White students (53.3%) successfully completed the higher level course than Latino (31.1%) and Black (10.0%) students.

Of the students who completed ESL 053, 29.7 percent successfully completed a degree-applicable course in English within two years. A larger percentage of White students (50.0%) successfully completed the higher level course than did Latino (27.3%) and Asian students (25.0%). (Student Equity Indicators Report, March 1994, page 50)

Transfer: About 30 percent (29.7) of those with known ethnicity who transferred from College of the Canyons to a UC or CSU in 1994-95 were minority or non-White. This approximates minority representation in the student body (California Postsecondary Education Commission, Student Profiles, 1996, November 1995).

Campus Climate: The following are the major highlights from the student survey:

- o One in 20 students, or five percent, reported being discriminated against at least occasionally because of race or age.

- o Students are most likely to experience discrimination from other students.

o Diversity is good for the College: nearly 80 percent of the students support the concept of diversity and back the administration in its efforts to promote respect for and understanding of group differences.

o A substantial portion of the student body, however, feel that the pursuit of diversity comes with a price. More than half feel that affirmative action leads to the hiring of less qualified faculty and staff. About half the students feel as though there is currently too much emphasis on the diversity issue and nearly as many feel as though promoting diversity leads to campus disunity/segregation.

o There was student support for a variety of proposals for improving the campus climate for diversity, including:

- increased interaction with different racial/ethnic groups.

- proactive educational interventions to heighten awareness and understanding of diversity issues.

- increased community outreach activities involving students, faculty and staff.

The following are the highlights from the faculty/staff/administrator survey:

o Over 1 in five classified staff, or over 20 percent, reported being discriminated against at least occasionally because of gender or age. Five of the 76 responding faculty noted discrimination because of religion.

o Classified staff are most likely to experience discrimination from administrators and faculty. Faculty are most likely to experience discrimination from other faculty.

o All of the administration and nearly 90 percent of the faculty believe diversity is good for the college.

o Consensus was clearly evident in the case of certain proposals for change. More specifically, students, faculty and staff -- regardless of their racial/ethnic identify, gender, sexual orientation, or disability status -- are strongly supportive of the following:

- Increase the amount of interaction and communication between people of different racial/ethnic groups.

- Heighten awareness of and understanding of diversity issues by (1) placing greater emphasis on diversity issues in orientation programs for

new students, new faculty and staff and by (2) having more art exhibits and music festivals featuring different racial/ethnic groups.

- Substantially strengthen and expand community outreach activities, such as (1) the involvement of students in tutoring minority children, and (2) greater use of faculty and staff talent to work on problems or racism and discrimination at the college and in the Santa Clarita Valley.

Student Equity Committee

In Spring 1994, the Student Equity Committee formed five sub-committees and appointed the following chairs or co-chairs:

Access	Sylvia Sullivan, Drafting Bruce Pelkey, DSP&S
Course Completion	Joan Jacobson, Counseling
Degree and Certificate Completion	Mike Joslin, Student Activities
ESL/Basic Skills Completion	Audrey Green, Matriculation
Transfer	Beth Asmus, Financial Aid

Each sub-committee was charged with three tasks:

1. How is the college doing in regard to the indicator?

2. What is the campus currently doing that promotes student equity as it relates to this indicator?

3. What should the campus be doing to try to improve performance on this equity indicator?

The five sub-committees have continued to meet over the past two years. They have each carried out extensive reviews of campus programs and services and prepared comprehensive reports which have provided the committee with information about what is being done to promote equity. Each sub-committee has also identified objectives and activities which they believe will improve campus student equity. These have been summarized in the Goals, Objectives and Activities section starting on page 15.

In 1994-95 the Cultural Pluralism Committee of the Academic Senate became very active, seeking grant funding to expand the skills of faculty in designing a multicultural curriculum. The committee also developed a statement on cultural pluralism which, if adopted by the Academic Senate, would restructure the curriculum and infuse multiculturalism into individual course outlines. The work of this committee continues and is regularly reported upon at each Student Equity Committee meeting.

The Santa Clarita Community College District

The Santa Clarita Community College District (SCCCD) is a 367 square mile area located in Northern Los Angeles County, about 30 miles northwest of downtown Los Angeles. The Santa Susana and San Gabriel Mountains form natural barriers between the San Fernando Valley and the Santa Clarita Valley.

The 1990 Census figures for the SCCCD show a total population of 151,052. Of this, 31.5 percent or 47,556 were minority residents. The college age population (age 18 and above) was 111,202 or 73.6 percent of the total population.

In 1995 the District population had increased to 182,887, a 21.1 percent increase in total population from the 1990 Census (Population Estimate, UDS, March 15, 1995). Of this, 36.3 percent or 66,491 were minority residents. The college age population (age 18 and above) was 132,263 or 72.3 percent of the total population.

The District is experiencing rapid population growth. While the State of California experienced a 6.2 percent population increase from 1990 to 1995, the SCCCD population grew by 21.1 percent. The District is also experiencing rapid growth in its minority population, as evidenced by the 18,935 additional minority residents who came to reside in the District between 1990 and 1995, a 39.8 percent increase. During the same period, the White population increased by 12.5 percent. These figures show that the minority population grew over three times faster than the White population between 1990 and 1995.

The District population is also aging. The 1990 Census shows that 20.4 percent of the District residents were age 45 and older. By 1995, the figure increased to 22.1 percent, with the "45 and older" group growing by nearly 10,000 residents in the five-year period.

The economy of the District is showing growth. The greatest growth can be seen in the local housing market. The local developer, The Newhall Land and Farming Company, is one of the largest landowners in the State of California. Within the next five years they plan to develop two major residential communities which are projected to bring an additional 30,000 to 40,000 residents to the Santa Clarita Valley.

While many of the residents commute to jobs in areas other than the Santa Clarita Valley, a recent survey of the 7,175 businesses located in the Santa Clarita Valley showed that 40 to 50 percent of the respondents reported either "moderately growing" or "greatly expanding" business activity in the past six months (Business Retention and Economic Advancement Survey, March 1995). The Valencia Industrial Park, located near the college, is now the fourth largest industrial park in Los Angeles County and houses about 500 businesses.

People continue to move into the Santa Clarita Valley. As the population increases, ages and becomes more diverse, the demand for public services will rise. In recent years, the college has seen an increase in the number of students needing remedial education in English and mathematics. The college has instituted special programs for the increasing population of disabled students, for single parents, and for students from underrepresented ethnic minority groups. As college enrollment has become more representative of the District population, the campus has increased its efforts to include programs and services which bring an awareness of and a respect for the various cultures in our multicultural society

Barriers

1. There is a need to work with specific underrepresented groups -- African Americans and Hispanics -- to increase exposure to college activities during their junior high and high school years, to increase their motivation to succeed in college, and to assist them in setting educational and career goals.

2. There are a limited number of opportunities for students to work on campus or to participate in co-curricular activities -- activities that would enable students to gain a mutual respect for and understanding of various multicultural groups.

3. Limited State support for community colleges has meant that few full-time faculty have been hired in the past five years. The college continues to have a full-time faculty that is predominantly White (92.9%). The part-time faculty in Fall 1995 was 88.5% White.

4. Limited State support has also curtailed spending on computers and other technologies. This has meant that the college has not been able to deliver instruction using more up-to-date methods which are proven to be more responsive to different learning styles.

Goals

The overriding goal of the Board of Trustees and College of the Canyons is to provide equal access and success for all SCCCD residents. Furthermore, the College has a responsibility to bring a multicultural perspective to our students, so they are prepared for and can harmoniously function in our diverse society.

Based upon the student equity research and the intensive review of campus programs and services carried out by each sub-committee, the Student Equity Committee has identified the following four goals for 1996 - 1998

1. Student Access: To enroll a student body that reflects community demographics.

2. Course and Degree Completion/Transfer: To increase student retention to help students stay in college and attain their educational goals.

3. Multicultural Perspective: To educate students via a curriculum with multicultural content that prepares them to work and function effectively in a multicultural society.

4. Campus Climate: To provide a hospitable and student-centered environment which exhibits an awareness of and respect for cultural diversity.

College of the Canyons
Student Equity Plan
1996 - 1998

Goals, Objectives and Activities

Student Access Goal: To enroll a student body that reflects community demographics.

Objective: Provide increasing levels of educational access for various underrepresented groups -- Latino/Hispanic, Black/African American, female and the disabled.

Objective: Enhance support services to increase outreach activities for target populations.

Activity	Department Responsible	Timeline	Evaluation Indicator
1. Strengthen college-high school relations to improve student academic preparation, help students make smooth transition from secondary to higher education.	Instruction/ Student Services	Ongoing	Access Rate & GPA by high school
2. Conduct information workshops for high school counselors and community agency representatives to increase outreach.	Student Services	Ongoing	Access Rate & Participant Evaluations
3. Market the Speakers Bureau to the community to increase awareness of higher education among underrepresented groups.	Public Information	Ongoing	Participant Evaluations
4. Update and make known the bilingual resource list to enable those with limited English skills to receive college services.	Public Information	Ongoing	Bilingual Resource List

5. Develop alliances with Latino/ Hispanic and Black/African American cultural centers and agencies to increase their awareness of higher education services.	Student Services	Starting Fall 1996	Minority Enrollment
6. Expand the At-Risk-Youth program, designed to provide financial and mentor support for youth from the local Boys and Girls Club to enable them to attend the college.	Foundation & Student Services & HITE Program	Ongoing	Retention rate for this cohort
7. Continue to develop partnerships with agencies serving disabled citizens and encourage their college attendance.	Disabled Students Programs & Services	Ongoing	Enrollment of disabled
8. Develop a student equity information system to monitor the status of student equity on the campus.	Institutional Development	Ongoing	Student Equity Indicators

Course and Degree Completion/Transfer Goal: To increase student retention to help students stay in college and attain their educational goal.

Objective: Enroll students in appropriate courses and programs to meet their personal and educational goals and respond to their developmental needs.

Objective: Provide support services to assist students in identifying their educational goal.

Objective: Improve the degree and certificate completion of historically underrepresented groups.

Activity	Department Responsible	Timeline	Evaluation Indicator
1. Produce retention statistics by ethnicity, gender, age and disability.	Institutional Development	Ongoing	Retention Rates
2. Produce report on degrees and certificates produced by ethnicity, gender and major.	Institutional Development	Ongoing	Degrees & Certificates Report
3. Produce report on transfers by ethnicity and first-year GPA.	Institutional Development	Ongoing	Transfer Report
4. Implement an early warning system (Academic Assistance Program) to alert students to problems with courses.	Matriculation	Fall 1996	Evaluation from students and faculty.
5. Fully implement prerequisite and corequisite system, blocking course enrollment for students without appropriate academic preparation.	Matriculation & Computer Center & Faculty	Ongoing	Retention Statistics
6. Carry out multiple measures study to identify factors most predictive of success.	Matriculation & Institutional Development	Spring 1996	Research Report

7. Review academic probation and progress probation monitoring processes.	Student Services	Ongoing	Annual Report
8. Expand counseling, tutoring, advising and financial assistance to low-income and academically underprepared students.	Student Services	Ongoing	Financial Aid Report, Basic Skills Retention Rates
9. Expand support services for ESL students, including special orientations and tutoring services to increase their transition to college-level courses.	Student Services	Ongoing	ESL Retention Rate
10. Encourage the participation of underrepresented students in the CWEE and internship programs.	Student Services & Instruction	Ongoing	Course Retention Rates
11. Expand the skills of the Crisis Team to provide campus intervention services for "high-risk" students.	Student Services	Ongoing	Retention Rates
12. Expand tutoring services to include subjects beyond English and math.	Tutoring Center	Ongoing	Retention and success rates.
13. Increase campus visits by representatives from 4-year colleges and universities.	Transfer Center & HITE	Ongoing	Transfer Reports from CPEC
14. Increase the transfer articulation agreements with 4-year colleges and universities.	Student Services	Ongoing	Transfer Reports
15. Encourage enrollment in and expand the number of courses in college survival skills.	Student Services	1997-98	Retention Rates

16. Expand the services of the Transfer Center to encourage additional students to transfer to 4-year institutions.	Student Services & HITE	1997-98	Transfer Reports
17. Provide field trips for our students who want to visit local 4-year campuses.	Transfer Center & HITE	Ongoing	Transfer Reports
18. Participate in the Transfer Rate Project lead by Dr.Arthur Cohen of UCLA.	Institutional Development	1997-98	Transfer Rate
19. Develop the transfer readiness rate for the college using the model developed by Dick Rasor and Jim Barr of American River College.	Institutional Development	1996-97	Transfer Readiness Rate
20. Publish a transfer guide which lists the 4-year institutions with which the college has articulation agreements.	Transfer Center	1996-97	Transfer Reports
21. Increase the number of Transfer Days held at the college in which representatives from 4-year institutions visit the campus.	Transfer Center & HITE & EOPS	1996-97	Transfer Reports
22. Increase the number of scholarships for students who plan to transfer to 4-year institutions.	Financial Aid & Foundation	Ongoing	Transfer Reports
23. Develop a transfer mentor program.	Faculty & Staff & Alumni & Transfer Center	1997-98	Transfer Rate

Multicultural Perspective Goal: To educate students via a curriculum with multicultural content that prepares them to work and function effectively in a multicultural society.

Objective: Incorporate cultural diversity in teaching and the curriculum.

Activity	Department Responsible	Timeline	Evaluation Indicator
1. Provide opportunities for faculty to attend training in: new learning styles; new teaching strategies; classroom assessment techniques and cultural barriers to learning.	Instruction	1996-98	Faculty Attendance at Seminars
2. The Academic Senate will adopt a policy on cultural pluralism which will infuse multiculturalism into the curriculum.	Instruction	1996-97	Policy on Cultural Pluralism
3. The faculty will continue to hold discussions on the issue of cultural diversity.	Academic Senate	Ongoing	Faculty attendance
4. The Curriculum Committee will develop a procedure to integrate cultural diversity in the curriculum.	Curriculum Committee	1996-97	Curriculum Committee Minutes

Campus Climate Goal: To provide a hospitable and student-centered environment which exhibits an awareness of and respect for cultural diversity.

Objective: To increase the number of ethnically diverse faculty and staff.

Objective: To increase the cultural diversity of campus life through an expanded student activity program which brings to campus musical and artistic groups representative of the multiple cultures evident in the County of Los Angeles.

Activity	Department Responsible	Timeline	Evaluation Indicator
1. Develop an expanded orientation program which provides students-to-student "welcomers" for new first-time college students.	Student Services	1996-98	Student Satisfaction Survey
2. Expand the leadership training for leaders of student clubs and organizations to include training in the value and importance of diversity.	Student Services	1996-98	Campus Climate Survey
3. Develop campus activities which increase the amount of interaction and communication between people of different racial/ethnic groups.	Student Services	1996-98	Campus Climate Survey
4. Include diversity issues in the orientations for new faculty and staff.	Personnel	1996-98	Campus Climate Survey
5. Include diversity issues in the orientations for new students.	Student Services	1996-98	Campus Climate Survey
6. Increase the number of art exhibits and music festivals featuring different racial/ethnic groups.	Student Services	1996-98	Campus Climate Survey

7. Create a community outreach program which enables students to tutor minority children in the community.	Student Services & Instruction	1996-98	Campus Climate Survey
8. Create a community outreach program which makes use of faculty and staff talent to work on problems of racism and discrimination in the community.	Instruction & Personnel	1996-98	Campus Climate Survey

Funding

Funding for the Student Equity Plan is to be provided from throughout the college budget. In the preceding section, the "Department(s) Responsible" for each proposed activity are to determine how best to fund the process. In some cases, the College of the Canyons Foundation will be called upon to provide additional funding to expand college services. This was true for the $20,000 in funding to start the At-Risk-Youth Program developed this past semester. In some cases, external funding may be requested from grant-making organizations.

The college has recently made several major financial commitments which will have an impact on student equity. Student Services, working in conjuction with the Computer Center, is now in the process of developing and implementing a telephone registration process. The College believes this will greatly increase the ease with which prospective students can enroll and thus make the campus more accessible to a larger number and a wider circle of students. The Students Services Division has recently made an organizational change, adding a part-time staff member who will have responsibility for recruiting underrepresented students. These are but a few of the financial commitments being made by the College to better serve all of the residents of the increasingly diverse Santa Clarita Valley.